

Does Educational Qualification Predict Social Media Engagement? Evidence from a Quantitative Study

Rishi Dikshit^{1*}, Prof. U.V. Kiran²

ABSTRACT

The increasing availability of smartphones and affordable internet services has made social media a routine part of everyday life. Although educational qualification is often linked with digital literacy and technology use, its influence on social media engagement has received relatively little attention in India. The present study explored whether educational qualification predicts social media engagement among adults. Data were collected from 121 participants (18–35 years) residing in Lucknow, Uttar Pradesh, using the Social Networking Time Use Scale (SONTUS). Based on their scores, participants were classified into low, moderate, and high social media engagement groups. Descriptive statistics were used to summarize participant characteristics and platform preferences, while Pearson's chi-square test and multinomial logistic regression were employed to examine the association and predictive role of educational qualification. WhatsApp was the most commonly used platform across all educational groups, followed by Instagram. The results showed a significant association between educational qualification and social media engagement, $\chi^2(6) = 16.46$, $p = .011$, with a small-to-moderate effect size (Cramer's $V = .261$). Multinomial logistic regression also indicated that educational qualification significantly improved the prediction of social media engagement categories, $\chi^2(6) = 16.82$, $p = .010$, although the explained variance was modest (Nagelkerke $R^2 = .148$). These findings suggest that educational qualification contributes to differences in social media engagement, while also indicating that digital behaviour is shaped by several additional individual and contextual factors.

Keywords: Educational qualification, social media engagement, SONTUS, digital behaviour, adults

The rapid advancement of information and communication technologies (ICTs) has fundamentally transformed the ways individuals communicate, access information, acquire knowledge, and participate in society. The proliferation of smartphones, affordable internet connectivity, and digital platforms has enabled people to remain connected irrespective of geographical boundaries. Consequently, digital communication has become an indispensable component of everyday life, influencing educational activities, professional interactions, entertainment, and social relationships. Castells (2010) described

¹Research Scholar, Department of Human Development and Family Studies, Babasaheb Bhimrao Ambedkar University, Lucknow, Uttar Pradesh

²Professor, Department of Human Development and family Studies, Babasaheb Bhimrao Ambedkar University, Lucknow, Uttar Pradesh

*Corresponding Author

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Does Educational Qualification Predict Social Media Engagement? Evidence from a Quantitative Study

this transformation as the emergence of the network society, in which digital networks increasingly shape social, economic, and cultural interactions. Similarly, van Dijk (2020) argued that digital technologies have become deeply embedded in modern society, fundamentally altering communication patterns, access to information, and opportunities for social participation. Within this evolving digital environment, social media has emerged as one of the most significant innovations, fundamentally reshaping the way individuals communicate, interact, and share information.

Unlike earlier forms of digital communication, social media enables users to participate actively in the creation, sharing, and exchange of content rather than serving merely as passive recipients of information. Kaplan and Haenlein (2010) described social media as Web 2.0–based Internet applications that facilitate user-generated content, while boyd and Ellison (2007) emphasized the role of social networking sites in helping individuals build personal profiles, establish social connections, and interact within online communities. This participatory nature distinguishes social media from traditional mass media, where communication typically flows in a single direction from producers to audiences. Consequently, social media has become deeply embedded in contemporary society, supporting educational activities, professional networking, business communication, healthcare, entertainment, political participation, and everyday interpersonal relationships.

Over the past decade, social media has evolved beyond a medium for social interaction to become an important resource for learning, collaboration, and information exchange. Kietzmann et al. (2011) proposed that social media platforms operate through seven functional dimensions i.e. identity, conversations, sharing, presence, relationships, reputation, and groups, which collectively shape users' engagement and online experiences. Similarly, Carr and Hayes (2015) argued that social media should be viewed as a dynamic communication environment rather than merely a technological tool because it influences individual behaviour, interpersonal relationships, and patterns of information processing. Therefore, social media engagement encompasses not only the amount of time individuals spend online but also the intensity, purpose, and context of their interactions (Olufadi, 2016; Whiting & Williams, 2013).

The global expansion of digital technologies has been particularly remarkable in developing countries, where increased smartphone ownership and declining internet costs have substantially accelerated internet adoption. India represents one of the world's fastest-growing digital economies, with rapid improvements in internet penetration, smartphone accessibility, and digital infrastructure. Government initiatives such as Digital India have significantly promoted digital inclusion by expanding broadband connectivity, encouraging digital literacy, and increasing access to online public services (Ministry of Electronics and Information Technology [MeitY], 2023). Likewise, the Telecom Regulatory Authority of India (TRAI, 2024) reported a continuous increase in internet subscribers and mobile broadband usage across the country. According to the Internet in India Report 2024, internet adoption has expanded considerably among both rural and urban populations, with educational institutions and young adults representing major contributors to this digital growth (Internet and Mobile Association of India [IAMAI] & Kantar, 2024).

Despite these developments, increased internet access does not necessarily ensure equal digital participation. Researchers have emphasized that the contemporary digital divide extends beyond physical access to technology and increasingly reflects differences in digital

Does Educational Qualification Predict Social Media Engagement? Evidence from a Quantitative Study

literacy, technological competence, motivation, and the ability to derive meaningful benefits from digital resources (Ragnedda & Muschert, 2018; van Dijk, 2020). Thus, individuals may possess similar access to smartphones and the internet while exhibiting considerable differences in how they use digital technologies and engage with social media.

Educational experiences influence much more than academic achievement; they also shape individuals' digital skills and patterns of technology use. People with higher educational qualifications are often better equipped to search for, evaluate, and use online information, allowing them to engage with social media for educational, professional, and informational purposes (Hargittai, 2002; Warschauer, 2004). As noted by van Dijk (2020), education contributes to the development of digital competencies that support effective participation in contemporary online environments. By comparison, limited educational opportunities may reduce exposure to these skills, leading to differences in both the frequency and purpose of social media engagement.

Within the Indian context, educational institutions have increasingly incorporated social media platforms into teaching, learning, and academic communication. Bharucha (2018) found that university students perceived social media as an effective medium for collaborative learning, information sharing, classroom interaction, and professional networking. The study further indicated that educational experiences influence not only access to digital platforms but also the ways in which these platforms are utilized for academic and developmental purposes. Similarly, Wei et al. (2011) suggested that educational background contributes to variations in digital skills and influences the functional purposes for which individuals engage with online technologies.

The influence of educational qualification on social media engagement can be further understood through established theoretical perspectives. The Digital Divide Theory highlights that inequalities in digital participation extend beyond mere access to technology and include differences in digital skills, motivation, and the ability to derive meaningful benefits from digital resources (van Dijk, 2006, 2020). From this perspective, education plays a crucial role in shaping individuals' capacity to effectively engage with digital platforms. Additionally, the Uses and Gratifications Theory proposes that individuals actively select and utilize media platforms to fulfil specific needs, including information seeking, learning, social interaction, and entertainment (Katz et al., 1973; Ruggiero, 2000). Since educational experiences influence cognitive abilities, information needs, and communication preferences, individuals with different educational qualifications may demonstrate distinct patterns of social media engagement.

Educational qualification has long been regarded as an important factor in explaining differences in digital behaviour. Individuals with higher levels of education are generally expected to possess stronger digital competencies, which may encourage them to use social media for learning, information seeking, and professional communication. In contrast, those with lower educational attainment may be more likely to use these platforms for maintaining social relationships or entertainment. However, whether educational qualification consistently shapes social media engagement remains an open question, as previous studies have produced varying results.

For instance, Duggan and Smith (2014) observed that educational attainment was associated with differences in the adoption of social networking platforms. In contrast, Perrin (2015)

Does Educational Qualification Predict Social Media Engagement? Evidence from a Quantitative Study

reported that the widespread availability of social media had reduced educational disparities in platform use, with participation becoming common across different educational groups. Andreassen (2015) similarly noted that educational background may contribute to differences in online engagement, but emphasized that these differences are often intertwined with demographic and psychological characteristics. Adding another perspective, van Deursen and van Dijk (2019) argued that current digital inequalities are increasingly linked to users' digital skills and their ability to use technology effectively rather than simply having internet access. Viewed together, these studies suggest that educational qualification does not operate in isolation; instead, its influence on social media engagement is likely to depend on a combination of individual abilities, motivations, and broader social contexts.

Beyond overall engagement patterns, educational background may also influence preferences for specific social media platforms. Different platforms provide distinct affordances that may align with users' educational experiences and communication needs. WhatsApp has become widely used for academic coordination, information sharing, and interpersonal communication, whereas Instagram is primarily associated with visual interaction, self-presentation, and social networking. Facebook continues to support community participation and information exchange, although its usage patterns have varied across age and educational groups (Sheldon & Bryant, 2016). Therefore, examining platform-specific usage along with overall social media engagement can provide a more comprehensive understanding of how educational differences shape digital behaviour among adults.

Although considerable research has examined internet access, digital literacy, and social media adoption, several important gaps remain. First, many previous studies have emphasized access to digital technologies rather than differences in the intensity of social media engagement. Second, relatively few investigations have classified participants into low, moderate, and high social media engagement groups using standardized behavioural measures such as the Social Networking Time Use Scale (SONTUS) (Olufadi, 2016). Third, evidence regarding the predictive role of educational qualification remains limited, particularly in the Indian context where rapid digital expansion has occurred alongside increasing educational diversity. Finally, only a limited number of studies have employed multinomial logistic regression to determine whether educational qualification independently predicts different levels of social media engagement.

Therefore, the present study examines whether educational qualification predicts social media engagement patterns among adults. Specifically, the study investigates differences in the usage of social media platforms, including Facebook, Instagram, WhatsApp, and other social media applications, across different educational qualification groups. It further examines the association between educational qualification and social media engagement categories (low, moderate, and high social media use) and determines whether educational qualification significantly predicts varying levels of social media engagement using Pearson's chi-square analysis and multinomial logistic regression analysis. Additionally, the study explores whether individuals with different educational qualifications differ in the intensity and patterns of social media engagement. By addressing these objectives, the study contributes to the growing literature on digital behaviour by providing empirical evidence regarding the role of educational attainment in shaping social media engagement patterns among Indian adults.

Does Educational Qualification Predict Social Media Engagement? Evidence from a Quantitative Study

Hypotheses of the Study

- **H₀1:** There is no significant association between educational qualification and social media engagement categories.
- **H₀2:** Educational qualification does not significantly predict social media engagement categories.

METHODOLOGY

Research Design

The present study adopted a quantitative, cross-sectional, comparative research design to examine differences in social media engagement across participants with different educational qualifications. An analytical approach was also employed to investigate whether educational qualification was associated with and predicted social media use categories. The cross-sectional design enabled the assessment of participants' social media engagement at a single point in time without manipulating any study variables.

Population and Sample

The target population comprised adults aged 18–35 years residing in Lucknow, Uttar Pradesh, India. Individuals who regularly used at least one social media platform and voluntarily agreed to participate were considered eligible for inclusion. The study included 121 adults aged between 18 and 35 years. Participants represented four educational qualification groups: Intermediate (43.0%), Graduation (27.3%), Post-Graduation (23.1%), and Other educational qualifications (6.6%). The sample included both male and female participants, with variations in gender distribution across educational groups.

Procedure

Data were collected from college students in Lucknow, Uttar Pradesh, India. Prior to data collection, necessary permission was obtained from the concerned institutions. Participants fulfilling the inclusion criteria were selected using a simple random sampling procedure. The objectives of the study were explained, and participants were assured of confidentiality, anonymity, and voluntary participation. Written informed consent was obtained before administering the questionnaires. Participants completed the questionnaires individually in a quiet classroom environment, requiring approximately 10–15 minutes. Completed questionnaires were screened for completeness before coding and statistical analysis.

Measures

- **Demographic Information Sheet:** A self-developed demographic information sheet was used to obtain information regarding participants' age, gender, educational qualification and preferred social media platforms (Facebook, Instagram, WhatsApp, and other social networking applications).
- **2.4.2 Social Media Use:** Social media engagement was assessed using the Social Networking Time Use Scale (SONTUS) developed by Olufadi (2016). The SONTUS is a 29-item multidimensional instrument designed to measure social media engagement across five domains: relaxation and free periods, academic-related activities, public-place use, stress-related use, and motives for social media use. Responses are recorded on an 11-point Likert-type scale, with higher scores indicating greater social media engagement. Based on total SONTUS scores, participants were classified into low, moderate, and high social media use categories for subsequent

Does Educational Qualification Predict Social Media Engagement? Evidence from a Quantitative Study

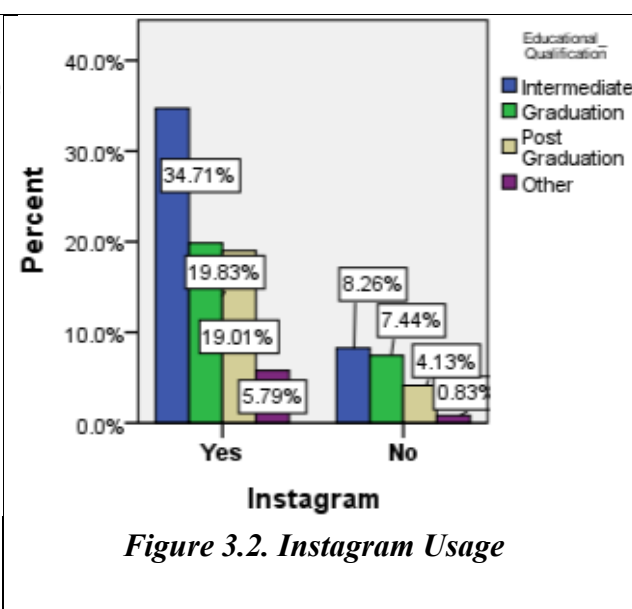
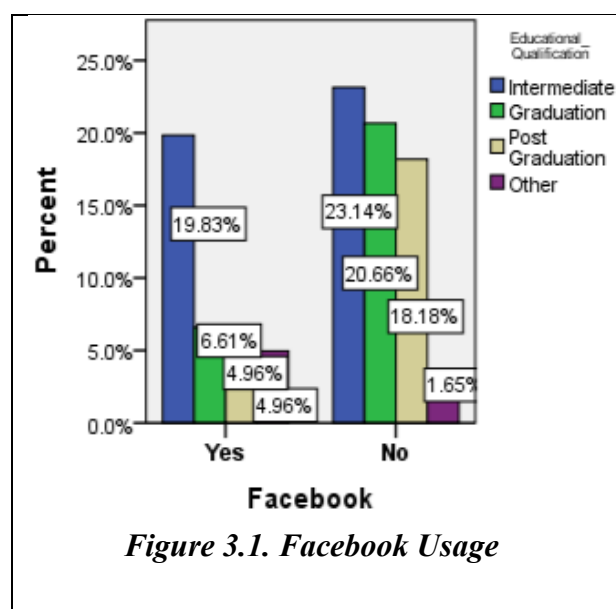
analyses. The instrument has demonstrated satisfactory reliability and validity in previous research.

Statistical Analysis

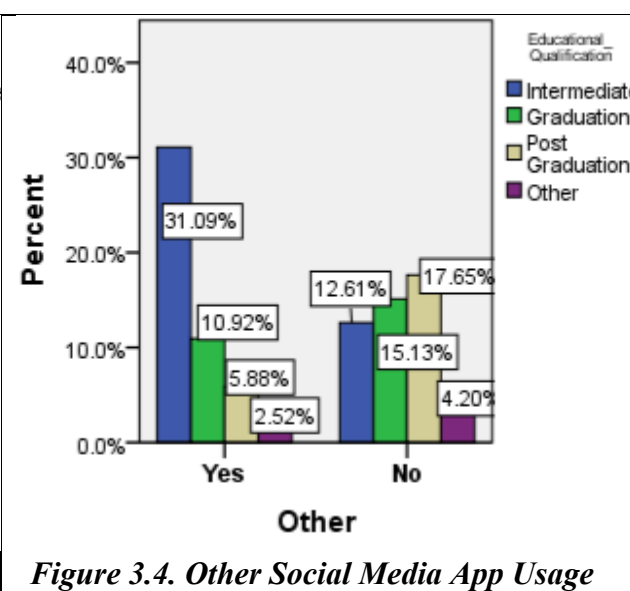
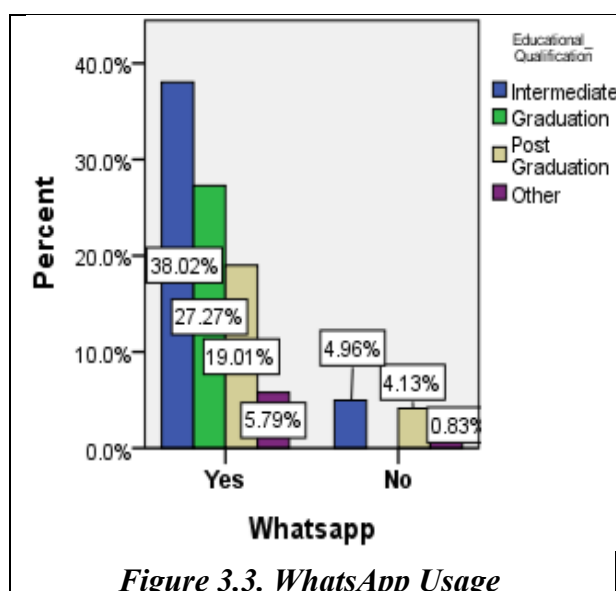
The collected data were processed and analyzed using IBM SPSS Statistics version 21. Descriptive statistical techniques, including frequencies and percentages, were applied to describe participants' demographic profile, educational qualification, preferred social media platforms, and levels of social media engagement. The association between educational qualification and social media engagement categories was examined using Pearson's chi-square test, and the strength of the association was assessed through Cramer's V. To evaluate whether educational qualification independently predicted membership in low, moderate, and high social media engagement categories, multinomial logistic regression analysis was performed. All statistical tests were evaluated using a significance criterion of $p < .05$.

RESULTS

A total of 121 adults participated in the study, representing four educational qualification groups. Participants with an Intermediate qualification formed the largest group ($n = 52$, 43.0%), followed by graduates ($n = 33$, 27.3%), postgraduates ($n = 28$, 23.1%), and those with other educational qualifications ($n = 8$, 6.6%). The gender composition differed across these groups. Male participants were more common in the Intermediate (57.7%) and Graduation (63.6%) categories, whereas females constituted the majority of the Post-Graduation group (71.4%). Among participants with other educational qualifications, males and females were represented in equal proportions (50.0% each). Overall, the sample reflected noticeable variation in gender distribution across educational qualification groups.



Does Educational Qualification Predict Social Media Engagement? Evidence from a Quantitative Study



Figures 3.1–3.4 illustrate the percentage of participants using different social media platforms across educational qualification groups. Facebook usage was highest among participants with Other educational qualifications (75.0%), followed by those with Intermediate (46.2%), Graduation (24.2%), and Post-Graduation (21.4%) qualifications. Instagram was widely used across all educational groups, with the highest usage observed among participants with Other educational qualifications (87.5%), followed by Post-Graduation (82.1%), Intermediate (80.8%), and Graduation (72.7%) qualifications. WhatsApp emerged as the most frequently used platform, with 100.0% of participants in the Graduation group reporting its use, followed by participants with Intermediate (88.5%), Other (87.5%), and Post-Graduation (82.1%) qualifications. In contrast, the use of other social media applications was highest among participants with an Intermediate qualification (71.2%), whereas comparatively lower usage was observed among those with Graduation (41.9%), Other (37.5%), and Post-Graduation (25.0%) qualifications. Overall, the findings indicate that WhatsApp was the most commonly used social media platform across all educational groups, while Facebook showed comparatively lower usage, particularly among graduates and postgraduates. Instagram demonstrated consistently high popularity irrespective of educational qualification.

Table 3.1 Distribution of Social Media Use Categories According to Educational Qualification

Educational Qualification	Low SMU, n (%)	Moderate SMU, n (%)	High SMU, n (%)
Intermediate (n = 52)	5 (9.6)	32 (61.5)	15 (28.8)
Graduation (n = 33)	9 (27.3)	10 (30.3)	14 (42.4)
Post-Graduation (n = 28)	10 (35.7)	12 (42.9)	6 (21.4)
Other (n = 8)	4 (50.0)	2 (25.0)	2 (25.0)

Table 3.1 presents the distribution of social media use categories according to participants' educational qualification. Among participants with an Intermediate qualification, the majority were classified as moderate social media users (61.5%), followed by high users (28.8%), while only 9.6% were categorized as low users. In the Graduation group, the largest proportion of participants were high social media users (42.4%), followed by moderate users (30.3%) and low users (27.3%). Participants with a Post-Graduation qualification were

Does Educational Qualification Predict Social Media Engagement? Evidence from a Quantitative Study

predominantly moderate social media users (42.9%), whereas 35.7% were classified as low users and 21.4% as high users. Among participants with Other educational qualifications, 50.0% were categorized as low social media users, while 25.0% each were classified as moderate and high users. Overall, the findings suggest that moderate social media use was most common among participants with Intermediate and Post-Graduation qualifications, whereas high social media use was relatively more prevalent among graduates. Participants with Other educational qualifications were more likely to be classified as low social media users.

Table 3.2 Association Between Educational Qualification and Social Media Use Category

Variable	Pearson χ^2	df	p	Cramer's V
Educational Qualification $\times$ Social Media Use Category	16.46	6	.011*	.261

Table 3.2 presents the results of the Pearson's chi-square test examining the association between educational qualification and social media use category. The analysis revealed a statistically significant association between educational qualification and social media use, $\chi^2(6, N = 121) = 16.46$, $p = .011$. The effect size, as indicated by Cramer's $V = .261$, suggested a small-to-moderate association between the two variables. These findings indicate that the distribution of low, moderate, and high social media use differed significantly across educational qualification groups. Specifically, participants with intermediate education were more likely to report moderate social media use, graduates showed the highest proportion of high social media users, whereas post-graduate and other qualification groups exhibited comparatively higher proportions of low social media users. Thus, the null hypothesis stating that there is no association between educational qualification and social media use category was rejected.

Table 3.3 Model Fit Statistics for Multinomial Logistic Regression Predicting Social Media Use Category from Educational Qualification

Model	-2 Log Likelihood	χ^2	df	p
Intercept Only	43.266	—	—	—
Final Model	26.444	16.822	6	.010*

Table 3.3 presents the overall model fit statistics for the multinomial logistic regression model examining whether educational qualification predicts social media use category. The inclusion of educational qualification significantly improved the model fit, as evidenced by a reduction in the -2 Log Likelihood value from 43.266 (intercept-only model) to 26.444 (final model). This improvement was statistically significant, $\chi^2(6) = 16.822$, $p = .010$, indicating that educational qualification significantly contributed to predicting participants' social media use categories. Thus, the final model provided a better fit to the data than the intercept-only model.

Table 3.4 Pseudo R^2 Values for the Multinomial Logistic Regression Model

Measure	Value
Cox & Snell R^2	.130
Nagelkerke R^2	.148
McFadden R^2	.066

Does Educational Qualification Predict Social Media Engagement? Evidence from a Quantitative Study

Table 3.4 presents the pseudo R^2 statistics for the multinomial logistic regression model. The model explained a modest proportion of the variance in social media use category, with Cox and Snell $R^2 = .130$, Nagelkerke $R^2 = .148$, and McFadden $R^2 = .066$. These values indicate that educational qualification accounted for approximately 13–15% of the variation in participants' social media use categories, suggesting that while educational qualification was a significant predictor, additional demographic and psychosocial factors are likely to influence social media engagement.

Table 3.5 Multinomial Logistic Regression Predicting Social Media Use Category from Educational Qualification

Comparison (vs. Low SMU)	Educational Qualification	B	SE	Wald χ^2	<i>p</i>	OR (Exp(B))	95% CI for OR
Moderate vs. Low	Intermediate	2.549	0.991	6.624	.010*	12.80	1.84–89.21
	Graduation	0.799	0.980	0.663	.415	2.22	0.33–15.18
	Post-Graduation	0.875	0.966	0.821	.365	2.40	0.36–15.94
High vs. Low	Intermediate	1.792	1.008	3.158	.076	6.00	0.83–43.29
	Graduation	1.135	0.966	1.381	.240	3.11	0.47–20.65
	Post-Graduation	0.182	1.008	0.033	.857	1.20	0.17–8.66
Note. "Other" educational qualification served as the reference category for the predictor variable, and Low Social Media Use served as the reference outcome category. $p < .05$.							

Table 3.5 presents the parameter estimates of the multinomial logistic regression model, with "Other" educational qualification serving as the reference category for the predictor variable and Low Social Media Use as the reference outcome category. For the comparison between Moderate and Low social media use, participants with Intermediate education had significantly higher odds of being classified as moderate rather than low social media users compared with those in the "Other" educational qualification category (OR = 12.80, $p = .010$, 95% CI = 1.84–89.21). However, the comparisons for Graduation (OR = 2.22, $p = .415$) and Post-Graduation (OR = 2.40, $p = .365$) were not statistically significant.

For the comparison between High and Low social media use, none of the educational qualification categories significantly predicted social media use. Although participants with Intermediate education showed higher odds of being classified as high rather than low social media users (OR = 6.00, $p = .076$), the association did not reach statistical significance. Similarly, Graduation (OR = 3.11, $p = .240$) and Post-Graduation (OR = 1.20, $p = .857$) were not significant predictors, and all corresponding confidence intervals included 1.00. Overall, the findings indicate that Intermediate education was the only educational category that significantly predicted moderate social media use, whereas no educational qualification significantly predicted high social media use relative to low social media use.

DISCUSSION

The present study examined whether educational qualification predicts social media engagement patterns among adults. Specifically, the study investigated differences in social media platform usage, the association between educational qualification and social media engagement categories, and the predictive role of educational qualification in determining levels of social media use. The findings provide evidence that educational qualification is an important socio-demographic factor associated with variations in social media engagement, although its predictive contribution appears to be modest. To better understand these variations, the study first examined participants' preferences for different social media platforms across educational qualification groups.

The analysis revealed notable differences in social media platform usage across educational qualification groups. WhatsApp emerged as the most widely used platform across all educational categories, indicating its widespread acceptance as a medium for interpersonal communication, information sharing, and academic coordination. This finding is consistent with previous research suggesting that communication-oriented platforms are widely adopted across diverse social groups because of their accessibility and practical utility. In the Indian context, WhatsApp has become deeply integrated into everyday communication practices, including educational interactions, professional networking, and community-level information exchange. Similarly, the consistently high use of Instagram across educational groups reflects the growing popularity of visually oriented platforms for social interaction, self-expression, and digital identity formation (Sheldon & Bryant, 2016).

While WhatsApp and Instagram were widely used across all educational groups, Facebook usage showed greater variation according to educational qualification. Participants with "Other" educational qualifications and those with Intermediate education reported comparatively higher Facebook use, whereas graduates and postgraduates demonstrated lower engagement with the platform. This pattern may indicate a shift among more educated users toward newer social media platforms that offer greater opportunities for visual communication, personalized content, and interactive engagement. Consistent with earlier research, these findings suggest that platform preferences are influenced by users' demographic characteristics, communication needs, technological familiarity, and perceived usefulness of different social media platforms (Duggan & Smith, 2014; Sheldon & Bryant, 2016).

These differences in platform preferences were also reflected in participants' overall levels of social media engagement. The chi-square analysis revealed a significant association between educational qualification and social media engagement categories. Participants with Intermediate education were predominantly classified as moderate social media users, whereas graduates showed the highest proportion of high social media users. In contrast, postgraduates and participants with other educational qualifications demonstrated relatively higher proportions of low social media use. These findings suggest that educational background influences not only the choice of social media platforms but also the intensity and patterns of engagement, highlighting the role of educational experiences in shaping meaningful digital participation.

The observed association can be explained through the Digital Divide Theory (van Dijk, 2006, 2020), which argues that digital inequalities extend beyond access to technology and include differences in digital skills, motivation, and the ability to use digital resources

Does Educational Qualification Predict Social Media Engagement? Evidence from a Quantitative Study

effectively. Individuals with higher educational attainment generally possess greater information literacy and technological competence, enabling more meaningful engagement with digital platforms. However, the present findings indicate that higher educational attainment does not necessarily translate into greater social media engagement, suggesting that education may influence the purpose and quality of social media use rather than simply increasing its frequency or intensity.

This interpretation is further supported by the multinomial logistic regression findings. The overall regression model was statistically significant, indicating that educational qualification contributed to predicting social media engagement categories. However, the pseudo R^2 values were modest, suggesting that educational qualification explains only a limited proportion of the variation in social media engagement. Furthermore, Intermediate education was the only category that significantly predicted moderate social media use compared with low social media use, whereas no educational qualification significantly predicted high social media use. These findings imply that although educational qualification is an important determinant of digital behaviour, social media engagement is a multidimensional phenomenon influenced by a combination of demographic, technological, psychological, and contextual factors, including digital literacy, social motivations, peer influence, and habitual technology use.

These findings are consistent with the Uses and Gratifications Theory (Katz et al., 1973; Ruggiero, 2000), which suggests that individuals actively use media platforms to satisfy specific needs, including information seeking, social interaction, entertainment, and self-expression. Individuals from different educational backgrounds may therefore engage with social media differently depending on their goals and perceived benefits. For example, individuals with higher educational qualifications may use social media more selectively for professional networking, knowledge acquisition, and academic purposes rather than for frequent recreational engagement. Conversely, individuals with lower or intermediate educational backgrounds may use social media more extensively for communication and entertainment purposes.

CONCLUSION

The present study examined whether educational qualification predicts social media engagement among adults. The findings demonstrated that educational qualification was significantly associated with social media engagement categories and contributed to predicting patterns of social media use. WhatsApp emerged as the most frequently used platform across all educational groups, while the use of Facebook, Instagram, and other social media applications varied according to educational background. Although educational qualification significantly improved the prediction of social media engagement, its explanatory power was modest, indicating that social media behaviour is influenced by multiple demographic, psychological, and contextual factors. Overall, the study contributes to the growing literature on digital behaviour by highlighting the role of educational qualification in shaping social media engagement among Indian adults.

Limitations and Recommendations

The findings of the present study should be interpreted in light of several methodological constraints. Because the study adopted a cross-sectional design, it was not possible to determine causal relationships between educational qualification and social media engagement. The relatively small sample, drawn exclusively from adults residing in Lucknow, also restricts the external validity of the findings. Furthermore, reliance on self-

Does Educational Qualification Predict Social Media Engagement? Evidence from a Quantitative Study

reported responses may have introduced measurement bias due to inaccurate recall or socially desirable reporting. Another limitation is that the study examined only educational qualification as a predictor, while other variables that may influence social media engagement, including digital literacy, socioeconomic status, personality, occupation, and psychological characteristics, were not considered. In addition, the modest explanatory power of the multinomial logistic regression model indicates that educational qualification alone cannot adequately explain variations in social media engagement, highlighting the need to examine additional determinants in future research.

Future research should address these limitations by employing larger and more diverse samples drawn from different geographical regions to enhance the generalizability of findings. Longitudinal and multi-site studies are recommended to better understand the causal relationship between educational qualification and social media engagement over time. Future investigations should also incorporate additional predictors, including digital literacy, socioeconomic status, psychological characteristics, and technology-related variables, to develop more comprehensive models of social media engagement. Finally, researchers may examine platform-specific engagement patterns and the educational, professional, and psychosocial outcomes associated with different levels of social media use to provide a deeper understanding of digital behaviour among adults.

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Does Educational Qualification Predict Social Media Engagement? Evidence from a Quantitative Study

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Does Educational Qualification Predict Social Media Engagement? Evidence from a Quantitative Study

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Conflict of Interest

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